Nuriootpa High School
2017 Annual Report
to the School Community

Nuriootpa High School Number: 788

Partnership: Barossa Valley

Name of School Principal: Neil White

Name of Governing Council Chair: Brenton Wildman

Date of Endorsement: 22/3/2018

School Context and Highlights

Nuriootpa High School is a is a co-educational facility catering for students Year 8 to 12 and hosts the regional secondary Disability Unit, a Flexible Learning Centre and is situated in the Barossa Valley, South Australia. The school was established in 1935 and currently has an enrollment over 1000 students and a workforce of 120 staff.

Nuriootpa High School has a long history of successful achievement in all areas of learning and a very wide range of extra curriculum activities that include agriculture, sports, visual and performing arts and many local community events.

Consistent high levels of academic success are achieved. In 2017 the top 10 ATAR scores ranged from 87.5 to 98.1. 30% of stage 2 students used VET as an integral component of their SACE completion of which 10% were at Certificate IV or higher.

The school plays an important role in the community through its connection with the local wine industry, bi-annual school musical, sporting success along strong academic and vocational achievement where students consistently achieve outstanding results.
Highlights of the 2017 year include:
• Ongoing development of the Flexible Learning Centre with the graduation ceremony celebrating increased numbers of SACE completers, community work, TAFE studies and student citizenship activities.
• 10 successful transition to post school options for students in the Disability Unit.
• Strong educational achievement results across all year levels with the number of "A" and "B" grades increasing and "D" and "E" grades decreasing.
• An outstanding whole school production, "High School Musical". An amazing display of talent and hard work by dedicated staff, students and families.
• Ongoing development of the Positive Education approaches across the school with new activities at Year 8 and 11. The successful Youth Forum (run by year 11 students) was an outstanding event with all students accessing information, activities and opportunities to share.
Ongoing success on the sporting fields through Knock Out sport.
• Facility development included garden and oval upgrades, Blue Gum Woodland fencing, Staff office development, cold water fountains, completion of student support centre and student toilet upgrades.
• A successful beginning to our Music Focus School which resulted in Instrumental teachers working from our site and contributing to the extra curricula activities including band, choir, ensembles and the bi annual musical.

Governing Council Report

I would like to start out by thanking several long standing members of Governing Council that retired this year for their work and dedication to the school throughout the years. They have made being a part of Governing Council an absolute joy as they were always there ready and willing to help. I'd like to take this opportunity to encourage more parents to get involved. Join our Governing Council and help us shape our school for the future of your child's education. Governing Council met twice a term to review policy and reports, plan activities and to action recommendations from sub-committees. And while we may still have some items on our 'to do' wish list, the current Governing Council members have made significant contributions this year.
Our school was fortunate to be included in the STEM Works program which will mean that the original 'Old Tech Studies' building will be upgraded to be an innovative and inspiring learning area. This work will occur in late 2017/18.
I would sincerely like to that the members of the 2017 Governing Council for your support and dedication throughout the year and look forward to where we can continue to build on the strong foundation we have at Nuriootpa High School.

Brenton Wildman Governing Council Chair

Improvement Planning and Outcomes

Health and Wellbeing for Learning

Full implementation of a Student Support Centre was achieved during the year. This included a review of procedures for referral, communications and actions. Wellbeing support is located in a separate area to learning support. This has resulted in students referred for Time Out making successful returns to class (decrease in the number of repeat referrals), students accessing appropriate intervention programs that have enabled classroom success (using Better School funds more specifically), a reduction in the numbers of students spending extended time in the wellbeing area (More successful returns to classroom learning).
The Youth Worker has run intervention programs for students to develop social skills, provided case management for students at risk and worked with the Pastoral Care Worker (PCW) to deliver an after hours support program.
Breakfast club has expanded with more emphasis on student participation and support.
The school successfully registered and gained approval as a "Safe Schools Participant".
Ongoing review of health and wellbeing programs continues with adjustments made to curriculum and extra curricula offerings as identified needs arise.
Preliminary planning and discussions were held to run a Year 12 retreat in 2018. This is planned for mid term 1.

Achievement and Learning

A Professional Learning Community (PLC) for pedagogical change has had significant influence on the approaches by staff. A focus on questioning and investigative problems has influenced the assessment tasks and teaching approaches for many staff.

Task design and moderation meetings were conducted to develop appropriate tasks and ensure consistency of assessment.

Professional Learning was conducted on Differentiation and catering for students with an Negotiated Education Plan (NEP). Time is allocated during staff meetings and Professional Learning sessions for staff to further develop teaching approaches to cater for individual students. An electronic recording system in Daymap is used to identify students on an NEP or Health Care plan.
Analysis of A to E data and mid term progress reports informed intervention actions and have contributed to an increase in passing grades and decrease in "E" grades across all year levels.

Early intervention and identified support implementation has resulted in significant improved pass rate (92%) and stage one maths.

All staff submit Personal Development Plans and undertake review meetings. A significant increase in formal and informal observations was achieved with staff reporting their appreciation of support.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.
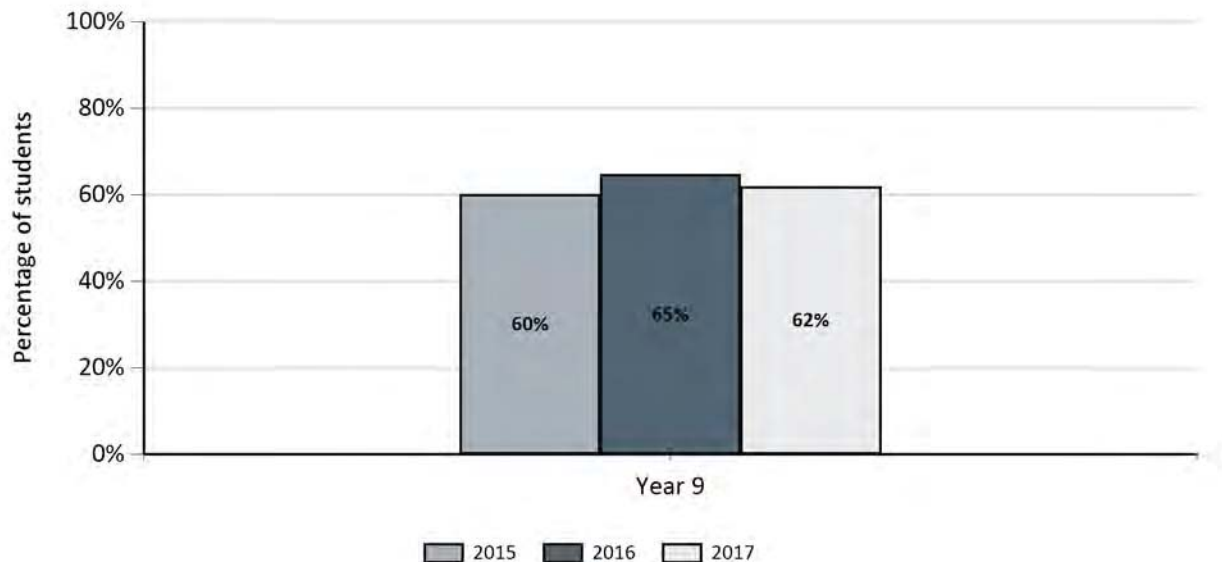
Reading
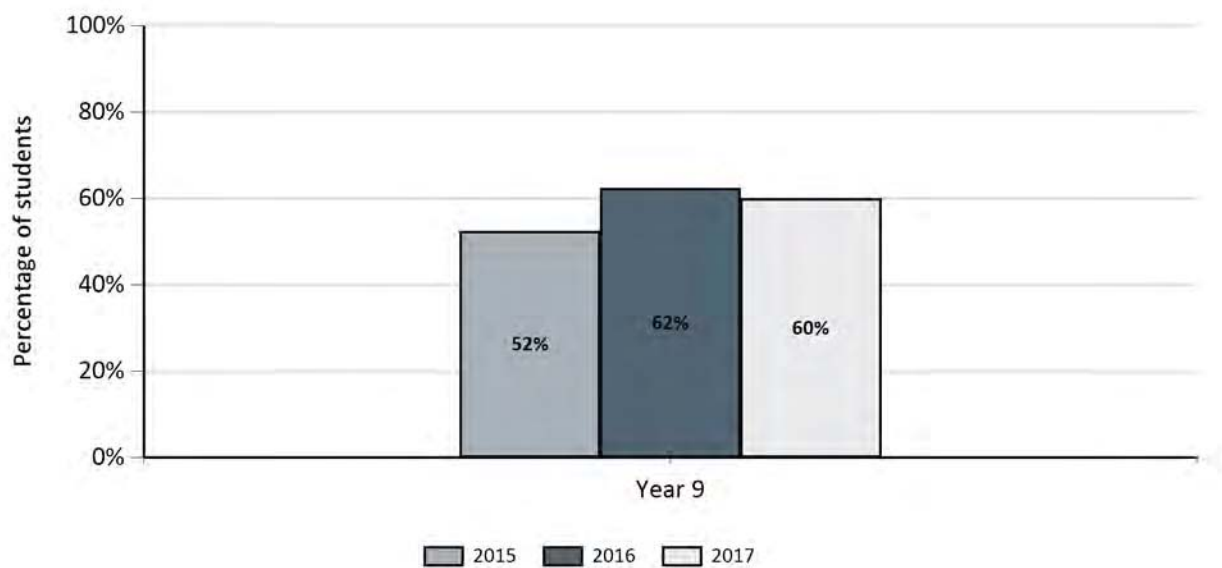
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	55%	50%
Lower progress group	24%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	51%	50%
Lower progress group	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	195	197	22	19	11%	10%
Year 9 2015-17 Average	196.3	197.3	27.0	21.0	14%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016	2017
92%	94%	94%	94%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	2%	2%	2%	1%
A	6%	5%	4%	6%
A-	9%	14%	10%	10%
B+	16%	15%	12%	11%
B	13%	13%	15%	17%
B-	17%	16%	16%	19%
C+	10%	13%	16%	14%
C	11%	11%	12%	13%
C-	7%	5%	7%	5%
D+	3%	2%	2%	2%
D	2%	2%	2%	1%
D-	1%	1%	1%	0%
E+	1%	0%	0%	1%
E	0%	1%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016	2017
91%	93%	93%	93%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	26%	36%	36%	32%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	4%	5%	12%	13%

School Performance Comment

No significant change in the percentage of students achieving the Standard Education Achievement (SEA) for Reading and Numeracy. A greater number of students are participating in the NAPLAN testing. An interesting observation is the number of students that achieved SEA at year 5 and 7 but did not sit the tests in year 9. Our approach for 2018 will include interviews with students that have achieved in the upper bands at primary school to encourage them to challenge themselves as part of our Growth mindsets work. Intervention will be expanded to support the learning of students not meeting the SEA.

Continued focus in 2018 on problem solving, STEM pedagogical approaches and questioning is planned to help improve the number of students achieving in higher bands.

The 2017 student cohort matched the best SACE results previously achieved with 94% of grades being A to C.

100% completion of subjects in modified SACE was achieved by students in the mainsteam and Special Education unit.

Data collection at mid term identifies students at risk and intervention including counseling, modification of subjects and individual plans is implemented. A strong mentoring program exists to support senior students in the course completion and personal development.

High level achievement in subjects and extra curricula activities is a feature of student involvement and includes Governor's Award, ANZAC Spirit Scholarship, University Scholarships, State level representations and Citizenship Awards.

Attendance

Year level	2014	2015	2016	2017
Year 8	92.2%	92.5%	93.5%	91.9%
Year 9	90.3%	87.9%	89.7%	90.2%
Year 10	90.9%	88.9%	89.9%	89.7%
Year 11	88.8%	88.1%	90.3%	89.4%
Year 12	91.2%	94.0%	94.6%	91.8%
Secondary Other	89.4%	87.2%	91.8%	86.9%
Total	90.6%	90.1%	91.5%	90.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance data indicates a consistent trend. Semester 2 data indicates an improvement after the introduction of a text message system. This has seen an increase in family awareness of unexpected absence (truancy) and follow up. Recording processes at the Flexible Learning Centre will be reviewed to gather a more accurate measure of attendance at the centre. Unexplained absences have decreased.
Ongoing review of processes and intervention continues with an aim of 95% attendance.

Behaviour Management Comment

The process of Senior Leaders supervising students referred for Time Out has contributed to a decrease in the number of students sent for Time Out (TO) greater than once and a reduction in repeat referrals for individual students. Students sent to the Student Support Centre for TO speak directly with the supervisor, complete a reflection sheet and discuss re entry processes. This has resulted in students being referred for wellbeing support, learning support and developing skills to enable successful return to class.
Year level Managers take a pro active role in supporting students to develop appropriate behavior strategies for class and yard behaviors.
There has been an ongoing reduction in TO referrals since the introduction of PB4L in 2013.

Client Opinion Summary

The student opinion survey indicated significant positive improvement in the following areas: Teachers motivate me to learn; The school looks for ways to improve, I like being at school, I can talk to teachers, I feel safe at school, the school is well maintained, teachers provide me with useful feedback. The area that showed least improvement was the management of poor behavior. Data form a wellbeing survey indicated strong responses in student connection with school, the availability of key adults for support and a general positive view of self and fitness levels.

Parent responses indicated a high level of knowledge about the availability of the Doctors on Campus program and Flexible Learning Centre. Comments indicated a general improvement in communication although there were examples where this can be inconsistent. The change to reporting style and increase in Daymap on going feedback has been well accepted.

Intended Destination

	School	
Leave Reason	Number	%
Employment	40	17.2%
Interstate/Overseas	18	7.8%
Other	1	0.4%
Seeking Employment	32	13.8%
Tertiary/TAFE/Training	53	22.8%
Transfer to Non-Govt School	15	6.5%
Transfer to SA Govt School	23	9.9%
Unknown	50	21.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All teaching staff must have current SA Teacher Registration which includes relevant screening. All ancillary staff are required to have relevant history screening current and recorded through the DECD Eduportal system. An alert system provides pre-warning of required updates and is monitored by the Business Manager and Principal. Volunteers must produce a current screening certificate before undertaking regular duties in the school. Contractors are required to ensure staff working on site have current screening certification and understand the expectations of working on site.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	128
Post Graduate Qualifications	57

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	74.7	0.7	28.7
Persons	0	81	1	37

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$12,701,343.37
Grants: Commonwealth	$5,160.00
Parent Contributions	$703,403.67
Fund Raising	$66,888.70
Other	$44,185.50

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Funding for applicable students is used for individual tutoring or implementation of Individual Learning Plans. Students on exclusion have accessed tutoring support for off site programs.	
	Improved Outcomes for Students with an Additional Language or Dialect	EALD funding was used to provide tutoring for identified students.	
	Improved Outcomes for Students with Disabilities	Funding contributes to the employment of SSO staff to provide individual and small group learning support.	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding for aboriginal student program contributes to employment of ACEO and AET. Specific programs are targeted such as the Sports academy at Gawler. Individual tutoring is offered and tailored for students in need.	
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	ILC is functioning at increased capacity. Students are supported in class through SSO support in targeted areas (English and Maths or specific areas of need).	
Program Funding for all Students	Australian Curriculum	Ongoing development of AC is evident. SFD sessions are used for task design, moderation and pedagogical change.	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Funding contributes to employment of a Youth Worker to case manage students identified as at risk of non completion. Funding also contributes to SSO employment for the Quicksmart numeracy intervention program.	
Other Discretionary Funding	Specialist School Reporting (as required)	Positive Education programs have been implemented at Yr 11 and Yr 9. Staff have participated in Pos Ed training for integration in teaching and wellbeing activities. 2017 plan includes work with Yr 8 students.	
	Improved Outcomes for Gifted Students	2017 plan exists to improve questioning and problem solving tasks to extend learning and challenge.	
	Primary School Counsellor (if applicable)		